



English Year Group Progression Document



	Year 1	Year 2	Year 3 and 4	Year 5 and Year 6
Reading				
Reading – Word Level	<p>Year 1 children should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs 	<p>Year 2 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately without overt sounding and blending when they 	<p>Year 3 and 4 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Year 5 and 6 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

	<input type="checkbox"/> read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <input type="checkbox"/> re-read these books to build up their fluency and	<p>have been frequently encountered.</p> <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading		
Reading - Comprehension	<p>Year 1 children should::</p> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining	<p>Year 2 children should</p> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and	<p>Year 3 and 4 children should :</p> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these <input type="checkbox"/> identifying themes and conventions in a wide range of books <input type="checkbox"/> preparing poems and play scripts	<p>Year5 and 6 children should;</p> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices <input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing <input type="checkbox"/> making comparisons within and across

	<p>in with predictable phases.</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> predicting what might happen on the basis of what has been. <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> explain clearly their understanding of what is 	<p>Traditional Stories.</p> <ul style="list-style-type: none"> <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary language in stories and poetry <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary <input type="checkbox"/> discussing their favourite words and phrases <input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> making inferences on 	<p>to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <input type="checkbox"/> discussing words and phrases that capture the reader's interest and imagination <input type="checkbox"/> recognising some different forms of poetry (e.g. free verse, narrative poetry) <input type="checkbox"/> understand what they read, in books they can read independently, by: <input type="checkbox"/> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these <input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning <input type="checkbox"/> retrieve and record information from non-fiction <input type="checkbox"/> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>books</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning a wider range of poetry by heart <input type="checkbox"/> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <input type="checkbox"/> understand what they read by: <input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding. <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <input type="checkbox"/> distinguish between statements of fact and opinion <input type="checkbox"/> retrieve, record and present information from non-fiction
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	read to	<p>the basis of what is being said and done</p> <ul style="list-style-type: none"> <input type="checkbox"/> answering and asking questions <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 		
Writing				
Writing - Handwriting	<p>Year 1 children should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters <input type="checkbox"/> form digits 0-9 <input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in 	<p>Year 2 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> write capital letters and digits of the correct size, orientation and 	<p>Year 3 and 4 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<p>Year5 and 6 children should;</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly, fluently and with increasing speed by: <input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters <input type="checkbox"/> choosing the writing implement

	similar ways) and to practise these	relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters		
Writing - Composition	<p>Year 1 children should: Write sentences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense. <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Year 2 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> writing about real events <input type="checkbox"/> writing poetry <input type="checkbox"/> writing for different purposes <input type="checkbox"/> consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary <input type="checkbox"/> encapsulating what they want to say, sentence by sentence <input type="checkbox"/> make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> evaluating their writing with the teacher and other pupils <input type="checkbox"/> re-reading to check that their writing makes 	<p>Year 3 and 4 children should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <input type="checkbox"/> discussing and recording ideas <input type="checkbox"/> draft and write by: <input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) <input type="checkbox"/> organising paragraphs around a theme <input type="checkbox"/> in narratives, creating settings, characters and plot <input type="checkbox"/> in non-narrative material, using simple organisational devices (for examples headings and sub-headings) <input type="checkbox"/> evaluate and edit by: <input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements <input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <input type="checkbox"/> proof-read for spelling and punctuation errors 	<p>Year 5 and 6 children should</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <input type="checkbox"/> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <input type="checkbox"/> noting and developing initial ideas, drawing on reading and research where necessary <input type="checkbox"/> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <input type="checkbox"/> draft and write by: <input type="checkbox"/> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <input type="checkbox"/> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <input type="checkbox"/> précising longer passages <input type="checkbox"/> using a wide range of devices to build cohesion within and across paragraphs <input type="checkbox"/> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <input type="checkbox"/> evaluate and edit by: <input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance

		<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>effects and clarify meaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Punctuation & Grammar				
Writing – Vocabulary, Punctuation and Grammar	<p><i>VG&P (see English Appendix 2)</i> Year 1 children should::</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <input type="checkbox"/> leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <input type="checkbox"/> learning the grammar 	<p><i>VP&G (see English Appendix 2)</i> Year 2 should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <input type="checkbox"/> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <input type="checkbox"/> learning how to use: <ul style="list-style-type: none"> <input type="checkbox"/> sentences with 	<p><i>VP&G (see English Appendix 2)</i> Year 3 should be taught to</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although <input type="checkbox"/> using the present perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause <input type="checkbox"/> using fronted adverbials <input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2 	<p><i>VP&G (see English Appendix 2)</i> Year 5 and 6 should be taught to</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence <input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> using expanded noun phrases to convey complicated information concisely <input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility <input type="checkbox"/> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <input type="checkbox"/> learning the grammar for years 5 and 6 in English Appendix 2

	<p>for year 1 in English Appendix 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanded noun phrases to describe and specify, e.g. the blue butterfly <input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form. <input type="checkbox"/> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <input type="checkbox"/> the grammar for year 2 in English Appendix 2 <input type="checkbox"/> some features of written Standard English <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 in discussing their writing 	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using commas after fronted adverbials <input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns <input type="checkbox"/> using and punctuating direct speech <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing <input type="checkbox"/> using hyphens to avoid ambiguity <input type="checkbox"/> using brackets, dashes or commas to indicate parenthesis <input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between main clauses <input type="checkbox"/> using a colon to introduce a list <input type="checkbox"/> punctuating bullet points consistently <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
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Early Stage Spelling (EYFS)

ES/A	ES/B	ES/C	ES/D	ES/E	ES/F
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phase 2.1 Spell vc words eg at, is, on, it, am, of, up</p> <p>Tricky Words l</p>	<p>Phase 2.2 Spell cvc words eg sat, bed, pin, fun, hot, can</p> <p>Tricky Words go, no, the, to</p>	<p>Phase 3.1 Spell cvc and some ccvc words eg vet, win, box, chip, shop</p> <p>Tricky Words he, she, we</p>	<p>Phase 3.2 Words using the digraphs ee, ai, oa, oo, oi</p> <p>Tricky Words be, me, my,</p>	<p>Phase 3.3 Words using the digraphs & trigraphs er, ur, ow, ear, air, ure</p> <p>Tricky Words they, was, her, all, you</p>	<p>Phase 4 Tricky Words <i>begin to spell</i> said, have, like, so, do, some, come, little, one, were, there, out, what, when</p>

Stage 1 Spelling (Year 1)

1/A	1/B	1/C	1/D	1/E	1/F
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phase 2 – vc and cvc words. Phase 3 – <i>ch, sh, th, ng, ai, ee, oo, oa, ow, oi, er, ur, air, ear, air, ure</i> Tricky Words – Phase 2 & Phase 3 <i>l, go, to, the, no, he, she, we, me, be, my, was, they, you, are, all, her</i> Phase 4 said, have, like, so, do, some, come, little, one, were, there, out, what, when</p> <p>Y1 Common Exception Words the, is, his, no, go, so</p>	<p>f, l, s, z, and k spelt ff, ll, ss, zz and ck. n sound spelt before k tch sound ay, oy ar, ee, ea, ir, ur, oo, oa, oe, ou ie, igh, or er (stressed sound) er (unstressed sound)</p> <p>Y1 Common Exception Words he, me, she, we, be, my, by, to, do, one, once</p>	<p>The days of the week Name the letters of the alphabet v sound at the end of words. s or –es as the plural marker for nouns and the third person singular marker for verbs. a-e, e-e, o-e, u-e, i-e new consonant spellings ph and wh Add the prefix un- Compound words</p> <p>Y1 Common Exception Words you, your, they, today, said, was, were, come, some, love</p>	<p>Using letter names to distinguish between alternative spellings of the same sound aw, ore, or, au air, ear, are words ending in y ow, ue, ew adding er and est to adjectives where no change is needed to the root word.</p> <p>Y1 Common Exception Words says, are, has, of, ask, here, there, where</p>	<p>To add the suffix ing and ed to verbs where no change is needed to the root word. Alternative pronunciation ea as in bread, Write from memory simple sentences dictated by the teacher</p> <p>Y1 Common Exception Words put, push, pull, school, friend, full, house, our</p>	<p>To understand how using the prefix un changes the meaning of verbs and adjectives. Name the letters of the alphabet: Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Y1 Common Exception Words Recap all</p>

Stage 2 Spelling (Year 2)

2/A	2/B	2/C	2/D	2/E	2/F
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>ey - monkey, donkey y - cry, fly, try dge - badge g - gem, age j - jacket, join. C - race, ice silent letters kn, gn, wr</p>	<p>Formation of nouns by compounding Plurals- es, ies. O – mother, brother wa- want, was, squash wo – word war – warm</p>	<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. -Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. -Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant</p>	<p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Contractions can't, don't, they're.</p>	<p>Homophones/near homophones -le – puddle, bottle -el – tunnel -al - metal -il – pencil -tion - zh – treasure, television</p>	<p>Apply spelling rules and guidelines, as listed in English Appendix 1</p>

<u>Y2 Common Exception Words</u> door, floor, poor, because, find, kind, mind, behind, child, children, past, class, grass, pass, plant, path, fast, last	<u>Y2 Common Exception Words</u> wild, climb, most, only, both, old, cold, gold, hold, told, Christmas, father, parents.	before it. <u>Y2 Common Exception Words</u> every, everybody, even, great, break, steak, pretty, after, bath, hour, any, many, busy	<u>Y2 Common Exception Words</u> beautiful, move, prove, improve, sure, sugar, eye, could, should, would, clothes, people, who, whole, water.	<u>Y2 Common Exception Words</u> spell many independently in their writing	<u>Y2 Common Exception Words</u> Recap all
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Stage 3 Spelling (Year 3)

3/A	3/B	3/C	3/D	3/E	3/F
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Can use the first 2 or 3 letters of a word to check its spelling in a dictionary. <u>Y3 Common Exception Words</u> actual, eight, learn, group, heard, arrive, often, increase, answer, build	Spell further homophones e.g. ball/ bawl, berry/ bury, here/ hear ,break/ brake , fair / fare, great/ grate, knot/ not, grown/ groan, male/ mail, piece/ peace, meet/ meat. <u>Y3 Common Exception Words</u> history, caught, centre, century, breath, busy, early and imagine	Use further suffixes – ly <u>Y3 Common Exception Words</u> continue, February decide, island, guide, difficult, earth , consider and enough.	Use further suffixes e.g. e.g. tion and cian <u>Y3 Common Exception Words</u> address, height, guard, material, recent, minute, forward ,quarter and length	Use further prefixes e.g. re, un , dis and mis <u>Y3 Common Exception Words</u> fruit, though, notice, library, famous, describe, mention, and appear.	<u>Y3 Common Exception Words</u> perhaps, actually, extreme, certain , heart, circle, interest and important.

Stage 4 Spelling (Year 4)

4/A	4/B	4/C	4/D	4/E	4/F
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possessive apostrophe with singular Spell further homophones- accept/except, effect/affect, heal/ heel/ he'll, main/mane, <u>Y4 Common Exception Words</u> weight, accident, believe, strange, reign, possible, woman, women, promise, grammar Spell further suffixes- 'sure'	Spell further prefixes - in, il, in, ir Words with ei, eigh and ey endings Words spelt ch and sound spelt ou <u>Y4 Common Exception Words</u> interest, important, various, thought, favourite, remember, particular, calendar, popular, regular, peculiar,	G sound spelt gu Spell further suffixes- ture Possessive apostrophe with plurals Spell further homophones- medal/meddle, mist/misled, plane/plain, rain/ reign/rein <u>Y4 Common Exception Words</u> therefore, opposite, ordinary, perhaps, pressure, position, purpose, potatoes	Spell further prefixes – anti, inter Spell further suffixes sion <u>Y4 Common Exception Words</u> possession, possess, occasion, occasionally, question, different, separate	Words with the s sound spelt sc Spell further suffixes- ssion Apostrophes for possession (irregular plurals) Spell further homophones- seen/scene, whether/weather, whose/who's <u>Y4 Common Exception Words</u> straight, strength, suppose, surprise, bicycle, business, medicine, natural, naughty	Spell further Suffixes – ous Spell further prefixes – sub, super, auto <u>Y4 Common Exception Words</u> probably, knowledge, experiment, experience, disappear, special, sentence, complete, exercise

Stage 5 Spelling (Year 5)

5/AB	5/CD	5/EF
Autumn	Spring	Summer
<p>Letter string 'ough' Silent Letters Homophones – allowed/aloud affect/effect alter/altar lead/ led heard / herd</p> <p>Y5 Common Exception Words accompany, according, achieve, amateur, ancient, apparent, occur, variety, muscle, attached, available, average, bargain, bruise, category, soldier, suggest yacht</p>	<p>Use of hyphen to join prefix to root word Homophones –led/lead bridal/bridle past/passed</p> <p>Y5 Common Exception Words cemetery, committee, embarrass, community, competition, queue, stomach, system, temperature, dictionary, environment, communicate, equipped/ment, especially, excellent, existence, develop, thorough</p>	<p>-able/-ible endings Homophones – father/farther cereal/ serial guest/ guessed morning/mourning whose/ who's steal /steel Words with 'i' sound ie after c</p> <p>Y5 Common Exception Words correspond, criticise (critic + ise), curiosity, definite, desperate determined, disastrous, interrupt, forty, shoulder, recognise, relevant, restaurant, rhyme, rhythm, sacrifice, frequently, harass, familiar, occupy</p>

Stage 6 Spelling (Year 6)

6/AB	6/CD	6/EF
Autumn	Spring	Summer
<p>Words able/ible and -ibly /-ably Suffix to words ending in – fer Homophones ce/se advise/advice devise/device licence/ license practice/practise isle/aisle ascent/assent Endings spelt 'cious/tious'</p> <p>Y6 Common Exception Words secretary, signature, sincere(ly), sufficient, explanation awkward, appreciate, conscious, guarantee, recommend, symbol, conscience, twelfth, vegetable, vehicle, aggressive, hindrance, foreign, exaggerate, language</p>	<p>Words containing letter string 'ough' Endings 'tial/ cial' Homophones dessert/desert complement/ compliment principal/principle stationary/stationery prophecy/prophesy</p> <p>Y6 Common Exception Words opportunity, parliament, persuade, physical, prejudice privilege, profession, programme , accommodate, lightning, marvellous, mischievous, necessary, neighbour,</p>	<p>Word endings 'ant/ancy/ancy and ent/ence/ency' Homophones draft/draught wary/weary decent/dissent proceed/precede</p> <p>Y6 Common Exception Words immediate(ly), individual, interfere, leisure convenience, government, identity nuisance, controversy, pronunciation</p>